Library instruction and information literacy – 2000

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Abstract

This year's annual bibliography includes materials reflecting various aspects of library instruction and information literacy. The academic literature continues to generate the greatest number of citations in these areas, but a small increase in the special libraries area was noted for 2000. The themes of standards for information literacy and assessment were apparent in all areas of the literature.

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Although the overall number of publications dealing with information literacy is virtually the same as last year, an awareness of information literacy appears in the literature in a variety of forms:

- articles;
- curriculum guides;
- dissertations; and
- reports, etc.

throughout different disciplines. The bibliography is not organized by discipline, but the reader will note that medicine, law, business, and the natural sciences are represented. Both scientific literacy and knowledge management appear several times throughout the bibliography, though these could, no doubt, have their own bibliographies and the articles here are simply representative of trends in those areas.

This year's bibliography contains materials in English that were accessible to the author dealing with information literacy, the confluence of information literacy and information technology, the teaching of information resource skills, and user instruction in a general sense. Most of the materials were published in 2000, but an occasional exception was made for relevant 1999 materials that did not appear in last year's collection. There was a small increase in the number of bibliography entries this year which could be due to more being published on these topics or to greater electronic accessibility of materials. The difference is not significant enough to warrant any generalizations about the state of publishing in this area, but the author would like to note that a number of materials in international publications with articles in English that appeared to contain promising articles were not available and consequently are not represented here. This omission is troubling because there may be important writing on information literacy that is being overlooked because it is not published in mainstream English-language library journals, nor is it available full-text electronically through the common vendors in the USA.

As in previous years, academic publications appear to contain the greatest number of references to information literacy (125) with the K-12 literature having about half that number.

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Notable in the K-12 literature was the wide variety of ways research and information literacy skills are taught. It seems educators in this area have a substantial toolbox at their disposal. Several examples of practical applications and assignments are mentioned throughout this literature as well as several meta-views of the idea of information literacy and its fit in the curriculum.

A small increase in materials dealing with information literacy in an overarching way (all types) and specialized subject areas (law, medicine, business) was noted. Public library literature published the smallest number of references, which followed the trend of previous years as well.

If one can draw conclusions from a somewhat unscientific sampling of the literature, it might be that standards and assessment were themes throughout all five areas of this bibliography (see Table I). Now that information literacy seems to be gaining a good foothold in the curriculum (at least in some arenas) and recognition of it is growing among those outside the library setting, the attention is now turning to measuring the level of information literacy among students and assessing how well they are absorbing it. It will be interesting to see if that is reflected next year in the literature of 2001.

Table I Sample of the literature

Type of library	Number of 1999 publications	Number of 2000 publications	Difference
Academic	120	125	+5
Public	6	5	–1
School	80	65	–15
Special	8	18	+10
All types	18	24	+6
Total	232	237	+5

Academic libraries

Abbot, W. and Peach, D. (2000), *Building Info-skills by Degrees: Embedding Information Literacy in University Study*, ERIC Publication, ED 447821.

Study of 110 first-year students in applied psychology who were involved in self-awareness workshops which asked them to rate themselves in nine generic skill areas. The project also included a Web-based resource directory for students and an electronic professional portfolio where they could track their own progress in the development of their skill areas.

Allan, G. (2000), "The art of learning with difficulty", *College and Undergraduate Libraries*, Vol. 6 No. 2, pp. 5-23.

Librarians, Allan contends, need to help with "leading students into situations that call for thought, that require the skills of information gathering, imaginative reflection, experimentation ... but not do their thinking for them."

Akers, C. *et al.* "Teaching the teachers: library instruction through professional development courses", *Research Strategies*, Vol. 17 No. 2/3, pp. 215-21.

Describes how librarians at Emporia State University (KS) taught professional development courses on electronic databases to academic faculty, staff, and graduate assistants, which were well-received.

Antonelli, M. *et al.* (2000), "And now for something completely different ... theatrical techniques for library instruction", *Research Strategies*, Vol. 17 No. 2/3, pp. 177-85.

Examines six theatrical techniques (voice, humor, movement, costume, props, music, and rehearsal) that can be used to help librarians improve their teaching performance in the classroom.

Beaupre, B. (2000), *Blending Cultural, Academic, and Technological Communication: Literacy for the New Millennium*, ERIC Publication, ED 441234.

Those in higher education need to encourage students to use the literacies they currently possess (technological for example) and to extend those skills further to think critically and evaluate a variety of positions on issues they encounter.

Bell, S.J. (2000), "Creating learning libraries in support of seamless learning cultures", *College and Undergraduate Libraries*, Vol. 6 No. 2, pp. 45-58.

Examines how academic libraries can contribute to a seamless learning culture and

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what this means for library instruction and student-librarian interaction.

Bertram, B. (2000), "Searching the Web: new domains for inquiry", *Journal of Adolescent and Adult Literacy*, Vol. 43 No. 4, pp. 348-54.

Discusses the importance of thinking critically about Web searching, how the size of the Web affects searching, the quality of the materials found, some good approaches to searching effectively, and how searching can become "truly productive inquiring." Includes glossary of Web searching terms.

Bicknell-Holmes, T. and Hoffman, P.S. (2000), "Elicit, engage, experience, explore: discovery learning in library instruction", *Reference Services Review*, Vol. 28 No. 4, pp. 313-22.

Defines what discovery learning is and gives practical applications of it in instruction that could be used with a variety of library session types (such as case-based learning, incidental learning, learning by exploring, learning by reflection, and simulation-based learning). Also describes some barriers to discovery learning and recommends implementing the techniques slowly if one has not used them before.

Bower, R.J. (2000), "The development of an online library instruction tutorial at Pellissippi State Technical Community College", *Community & Junior College Libraries*, Vol. 9 No. 2, pp. 15-24.

The tutorial described here was designed to help reference librarians teach information literacy skills including how to use the OPAC and periodical indexes. Includes the evaluation instrument that was used at the end of the tutorial.

Braun, J.A. *et al.* (2000), *Technology Tools in the Social Studies Curriculum*, Franklin, Beedle and Associates, Wilsonville, OR.

Overview of education technology that can be used in the social science curriculum. Chapter on research software and technology is included.

Breivik, P.S. (2000), "Information literacy and the engaged campus", *AAHE Bulletin*, Vol. 53 No. 3, pp. 3-6.

Uses the examples of Wayne State University's Detroit area network consortium (DALNET) and San Jose State's partnership with the local public library as examples of library-community partnerships that are preparing students to be information literate in their careers and personal lives.

Breivik, P.S. (2000), *Information Literacy for the Skeptical Library Director*, ERIC Publication, ED 447823.

Provides an overview of the history of the information literacy movement as well as an overview of current research and trends. Includes four suggestions for library directors including thinking through the concept of information literacy, asking questions about it on campus, discovering barriers to it, and celebrating information literacy successes.

Bret, S.K. (2000), *Helping Students Ask Effective Questions about Scientific Claims: Navigating the "Sound Bite" Environment*, ERIC Publication, ED 441700.

"Presents a study of 64 undergraduate students on the use and evaluation of scientific information" that they might encounter in their in their everyday lives.

"Bringing Web literacy to faculty", (2000), *T H E Journal*, Vol. 27 No. 10, pp. 90-1.

Describes Austin Community College's electronic information literacy program for faculty which benefits adjunct faculty, especially as they often cannot be present for traditional professional development events.

Caravello, P.S. (2000), "Library instruction and information literacy for the adult learner: a course and its lessons for reference work", *The Reference Librarian*, Vol. 69/70, pp. 259-69.

Librarians at UCLA developed a course entitled "Research Methods for Writers" that would be a part of the continuing education of adult learners at the university. Article describes the active learning exercises that were a part of this course and the characteristics of adult learners that might alter one's reference desk transactions with those students.

Chiste, KB. *et al.* (2000), "Infiltration and entrenchment: capturing and securing information literacy territory in academe", *Journal of Academic Librarianship*, Vol. 26 No. 3, pp. 202-8.

Using military analogies, the authors give suggestions for integrating information literacy

and they remind the reader that integrating the librarians into campus life (both formal and informal) is key in this effort.

Clay, S.T. *et al.* (2000), "Mystery to mastery: the CSU information competence project", *Research Strategies*, Vol. 17 No. 2/3, pp. 157-66.

This project tries to incorporate information competence into the curriculum and stresses interactive instructional materials. Project was presented at the ACRL President's program showcase of ideas.

Cook, D. (2000), "Collaboration to teach the critical thinking skills needed to become a successful Internet searcher: the planning of a WWW search engine workshop", *Research Strategies*, Vol. 17 No. 2/3, pp. 195-9.

Describes a collaboratively-designed one-day workshop for librarians who wanted assistance in becoming better Internet searchers.

Curl, S. *et al.* (2000), "Reality check: asynchronous instruction works!", *College and Research Libraries News*, Vol. 61 No. 7, pp. 586-8.

Since many students only enter the library through the "virtual door," the instructors revised and then transferred their existing information literacy class (information strategies) to a Web format. Article briefly discusses the factors for student success in such a course.

Curzon, S.C. (2000), "Developing a program of information literacy: how California State University did it", *College and Research Libraries News*, Vol. 61 No. 6, pp. 483-6.

Details the process whereby information competence became a primary focus for the California State University system and how the libraries encouraged and fostered it through the use of fellowships and grants to professors.

Deese-Roberts, S. and Keating, K. (2000), "Integrating a library strategies peer tutoring program", *Research Strategies*, Vol. 17 No. 2/3, pp. 223-9.

Details the development, pilot testing, and successful implementation of a peer tutoring program for library strategies in which peers not only tutor one another but they also assist with library instruction and reference area work.

Dennis, S. and Broughton, K. (2000), "FALCON: an interactive library instruction tutorial", *Reference Services Review*, Vol. 28 No. 1, pp. 31-8.

Overview of the creation of the interactive tutorial for the Web-based OPAC at Bowling Green State University.

Dent, V.F. (2000), "Technology provides innovative reference services at University of Michigan libraries", *Research Strategies*, Vol. 17 No. 2/3, pp. 187-93.

Describes the interactive reference assistant project which uses specialized software and a small desktop camera to connect students in their dorms to the reference desk.

Dewald, N. *et al.* (2000), "Information literacy at a distance: instructional design issues", *The Journal of Academic Librarianship*, Vol. 26 No. 1, pp. 33-44.

An examination of appropriate distance learning technology, active learning approaches that can be used with distance learning information literacy instruction and assessment of information literacy efforts and outcomes in that environment.

DiMartino, D. and Zoe, L.R. (2000), "International students and the library: new tools, new users, and new instruction", *Teaching the New Library to Today's Users, Neal Schuman Publishers*, NY, pp. 17-43.

Discussion of cultural differences and learning styles as well as library and computer instruction issues such as language proficiency, linguistics, and search engines. Recommendations for instructional approaches are included.

Donnelly, K. (2000a), "Building the learning library: where do we start?", *College and Undergraduate Libraries*, Vol. 6 No. 2, pp. 59-75.

Looks at higher education's new learner-centered models and examines how libraries can contribute to those models through information literacy efforts.

Donnelly, K. (2000b), "Reflections on what happens when librarians become teachers", *Computers in Libraries*, Vol. 20 No. 3, pp. 47-9.

Reflections on the changes, both positive and negative, to library services, priorities, and the

need for balance when a library takes on a for-credit information literacy class.

Downing, K.E. (2000), "Instruction in a multicultural setting: teaching and learning with students of color", *Teaching the New Library to Today's Users*, Neal Schuman Publishers, New York, NY, pp. 47-70.

Brief discussions of many different aspects of multicultural teaching and learning which can be applied to the library instruction classroom. Some of the issues are learning styles and learning cycles, using multicultural examples, electronic facilities as they relate to audiences' varying experiences, effective teaching, peer teachers, and recruitment to the library profession.

Duesterhoeft, D.M. (2000), "In the trenches: transferring user skills from school to college and beyond", *Texas Library Journal*, Vol. 76 No. 3, pp. 116-19.

Written from a panel discussion of four college and school librarians, this articles notes some of the problems that school librarians encounter in teaching information literacy skills, such as teachers who do not speak to the librarian before assigning research, students who prefer the Internet, and students' lack of understanding of print resources.

Edwards, R.G. (2000), "Web tutorials for education students: a practical alternative to traditional library instruction – basic issues and concerns", *Behavioral and Social Sciences Librarian*, Vol. 18 No. 2, pp. 17-25.

Author contends that Web tutorials offer a viable alternative to traditional face-to-face library instruction and that they support active learning practices.

Evans, B. (2000), "Letting the PC be the instructor", *Computers in Libraries*, Vol. 20 No. 3, pp. 40-4.

Author discusses advantages and disadvantages of four options for electronic support for information literacy instruction: program or class specific Website, Powerpoint slide presentation, Web-based tutorial for a single resource, and a complete online course.

Feldman, D. (2000), "The other side of burnout: overcoming stage fright in teaching", *College and Undergraduate Libraries*, Vol. 70 No. 1, pp. 41-4.

Cataloger describes her experiences and coping mechanisms in her foray into teaching bibliographic instruction.

Feldmann, L. and Feldmann, J. (2000), "Developing information literacy skills in freshmen engineering technology students" in *30th ASEE/IEEE Frontiers in Education Conference*, 18-21 October 2000, IEEE TAB Products, Piscataway, NJ.

Describes a collaborative project between an academic librarian and a mechanical engineering professor which was designed to increase students' information retrieval skills and their awareness of other sources of technical information. Pre- and post-test scores as well as student comments were evaluated.

Felt, E.C. and Symans, S.C. (2000), "Teaching students to use the Internet as a research tool", *Learning and Leading with Technology*, Vol. 27 No. 6, pp. 14-17.

Authors argue for the need to teach students good search and evaluation strategies when they are using the Internet for research.

Fidishun, D. (2000), "Teaching adult students to use computerized resources: utilizing Lawler's keys to adult learning to make instruction more effective", *Information Technology and Libraries*, Vol. 19 No. 3, pp. 157-8.

Applies Lawler's keys (understand and reduce anxiety; elicit and incorporate student expectations; acknowledge and utilize student experience; provide and encourage active participation; identify and incorporate relevant content; facilitate change and growth) to library instruction.

Fitzgerald, M.A. (2000), "The cognitive process of information evaluation in doctoral students: a collective case study", *Journal of Education for Library and Information Science*, Vol. 41 No. 3, pp. 170-86.

A study involving five adult participants ages 30-40 years old showed that they used "evaluation as part of a complex cognitive process." This study also showed that their evaluation process had three phases and concluded with a finite judgement.

Fjällbrant, N. (2000), "Information literacy for scientists and engineers: experiences of EDUCATE and DEDICATE", *Program*, Vol. 34 No. 3, pp. 257-68.

Describes a European Union funded project to promote information literacy among scientists and engineers by creating self-paced modules for learning about information skills. Also describes the distance education component being used in several Central and Eastern European universities.

Fonseca, T. and King, M. (2000), "Incorporating the Internet into traditional library instruction", *Computers in Libraries*, Vol. 20 No. 2, pp. 38-42.

Describes the template the authors use for teaching Internet searching in their instruction program. They start with search engines vs directories and progress to reading URLs and describing shortcuts or tips for locating information in a Website.

Fowler, C.S. and Dupuis, E.A. (2000), "What have we done? TILT's impact on our instruction program", *Reference Services Review*, Vol. 28 No. 4, pp. 343-8.

Overview of the development and use of the Texas Information Literacy Tutorial which is now in use throughout the University of Texas system. Authors also list the drawbacks and benefits of the tutorial's use and the impact on their library instruction program.

Franks, J.A. *et al.* (2000), "Developing an interactive Web tutorial to teach information competencies: the planning process at the University of Akron", *Journal of Education Media & Library Science*, Vol. 37 No. 3, pp. 235-55.

Discusses information competence as it relates to student outcomes and library instruction and details the planning and initial development of a tutorial designed to instruct users in those skills.

Frey, J.M. (2000), *Teaching Teachers to Use the World Wide Web*, ERIC Publication, ED 440637.

Describes a session that was held to encourage teachers to overcome their hesitancy about using ERIC, the Web, and to teach them to critically evaluate the information found. The session was done through Blackboard.com to introduce the teachers to distance learning.

Germain, C.A. *et al.* (2000), "A comparison of the effectiveness of presentation formats for instruction: teaching first-year students", *College and Research Libraries*, Vol. 61 No. 1, pp. 65-72.

Authors found that a Web tutorial was just as effective as traditional face-to-face instruction and in the case of teaching keyword searching, even more so. The best of both worlds, it was concluded, would be to have students complete the tutorial and then come in for a more traditional session with a librarian.

Getty, N.K. *et al.* (2000), "Using courseware to deliver library instruction via the Web: four examples", *Reference Services Review*, Vol. 28 No. 4, pp. 349-59.

The four courseware packages described are Web-course-in-a-box, Blackboard, eCollege.com and WebCT. Each was used to create an online tutorial to present information literacy instruction.

Grimes, D.J. (2000), "Librarians in cyberspace: a pilot's view", *College and Research Libraries News*, Vol. 61 No. 4, pp. 281-2.

Sees the librarian as cyberpilot, guiding students to credible sources of information and charting courses for others.

Heller-Ross, H. and Kiple, J. (2000), "Information literacy for interactive distance learners", *Teaching the New Library to Today's Users*, Neal Schuman Publishers, New York, NY, pp. 191-219.

Using University of Maine's UNET, Nova Southeastern University, and Plattsburgh State University as representative programs, this article looks at information literacy pedagogical issues, instructional technology issues, trends and directions in distance learning library instruction.

Hepworth, M. (2000), "Approaches to providing information literacy training in higher education: challenges for librarians", *The New Review of Academic Librarianship*, Vol. 6, pp. 21-34.

Describes both the context of information literacy and the challenges to incorporating information literacy including attitudes,

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learning support staff, faculty, students, knowledge, infrastructure, and finance.

Herro, S.J. (2000), "Bibliographic instruction and critical thinking", *Journal of Adolescent and Adult Literacy*, Vol. 43 No. 6, pp. 554-8.

Author "cite[s] specific examples of successful implementation of critical thinking and library instruction and how these promote information literacy."

Herron, P.J. and Griner, L.G. (2000), "Research strategies and information sources in Latin American studies: a one-credit, Web-based course", *Research Strategies*, Vol. 17 No. 1, pp. 11-21.

Describes a collaboration between faculty and librarians to develop a research strategies class in Latin American studies and the difficulties of the development due to the multi-disciplinary nature of the topics.

Holman, L. (2000), "A comparison of computer-assisted instruction and classroom bibliographic instruction", *Reference and User Services Quarterly*, Vol. 40 No. 1, pp. 53-60.

The study found no significant difference between the two forms of instruction although "students did favor the pace of the tutorial." Students' high confidence levels did not correspond to their relatively low performance scores and more study is needed to determine why.

Holmes, J.W. (2000), "Just in case, just in time, just for you: user education for the re-entry student", *Teaching the New Library to Today's Users*, Neal Schuman Publishers, NY, pp. 127-44.

Describes characteristics of re-entry students and provides specific strategies for reaching these students with library instruction.

Holmes, K. and Farr Brown, C. (2000), "Meeting adult learners, wherever they may be: if it's Thursday, it must be Thermopolis", *Teaching the New Library to Today's Users*, Neal Schuman Publishers, New York, NY, pp. 221-35.

Uses Lesley College (MA)'s distance learning library instruction program to discuss issues that face distance students and how instruction can be adapted to meet their unique needs.

Hovde, K. (2000), "Check the citation: library instruction and student paper bibliographies", *Research Strategies*, Vol. 17 No. 1, pp. 3-9.

Using bibliometrics the author evaluated 109 first-year English paper bibliographies to analyze and assess student library use.

Huerta, D. and McMillan V.E. (2000), "Collaborative instruction by writing and library faculty: a two-tiered approach to the teaching of scientific writing", *Issues in Science and Technology Librarianship*, No. 28, available from: http://www.library.ucsb.edu/istl/00-fall/.

Description of a collaborative teaching effort on the part of a librarian and science writing instructor. Both are involved in class design, structure, teaching, grading, and course evaluation.

Iannuzzi, P. (2000), "Information literacy competency standards for higher education", *Community & Junior College Libraries*, Vol. 9 No. 4, pp. 63-7.

Describes the process of the creation of the Association of College and Research Libraries Information Literacy Standards and how those standards are applicable to community colleges.

Jacobson, T.E. (2000), "At-risk students", *Teaching the New Library to Today's Users*, Neal Schuman Publishers, NY, pp. 107-26.

Focuses on the needs of at-risk students when designing library instruction including classroom climate, classroom activities, hands-on instruction, and the "Sagamore design model for developing and analyzing computer training."

Jacobson, T.E. and Mark, B.L. (2000), "Separating the wheat from chaff: helping first-year students become information savvy", *JGE: The Journal of General Education*, Vol. 49 No. 4, pp. 256-78.

Argues for information literacy instruction at the beginning of the college experience as students rarely come equipped with these skills. The proliferation of electronic resources means that students have much more information at their disposal but generally are not sophisticated in the skills required to choose and utilize the best pieces of that information.

Johnson, A.M. and Laning, M. (2000), "Recipe for disaster or formula for success? Creating

and assessing a large scale collaborative library introduction exercise for honors students", *College and Research Libraries News*, Vol. 61 No. 7, pp. 597-601.

Describes the collaboration between the library and the Honors Program to provide a four-hour whole-library exercise for freshman Honors students during their orientation to campus life.

Johnson, W.T. (2000), "From digital library to information literacy resource", *Library Computing: Internet and Software Applications for Information Professionals*, Vol. 18 No. 3, pp. 228-34.

Looks at the development of two academic digital libraries dealing with environmental resources including advantages and limitations.

Jones, P. (2000), "Practically painless: teaching library skills after research and publishing", *Colorado Libraries*, Vol. 26 No. 2, pp. 36-8.

Written in a timeline format, this article describes the confluence of the author's library school bibliography project on Mother Teresa and his job teaching LS 251 Library research skills. Good example of how professional activity and everyday bibliographic instruction can contribute to each other.

Julien, H. (2000), "Information literacy instruction in Canadian academic libraries: longitudinal trends and international comparisons", *College and Research Libraries*, Vol. 61 No. 6, pp. 510-23.

Details of a study of Canadian libraries instructional programs showing some disturbing trends such as the replacing of MLS holding librarians with library technicians, the perceived barriers to instruction, and the lack of real measurement of the results of instructional objectives. Data were compared with similar New Zealand and US surveys.

Kesselman, M.A. *et al.* (2000), "Web authorware and course integrated library instruction: the learning links project at Rutgers University", *College and Research Libraries News*, Vol. 61 No. 5, pp. 387-90, 402.

Collaboration between the Scholarly Communication Center at Rutgers Library and the Spanish and Portuguese Department at the university to create course-integrated library instruction on the Web using WebCT.

Keyser, M.W. (2000), "Active learning and cooperative learning: understanding the difference and using both styles effectively", *Research Strategies*, Vol. 17 No. 1, pp. 35-44.

Discusses the differences between active and cooperative learning and how each can be used effectively in library instruction by choosing the one best suited to the goals for the class.

Knight, R.C. *et al.* (2000), "Integrating information technology into teaching at Grinnell College", *Research Strategies*, Vol. 17 No. 2/3, pp. 133-7.

Using grants, the librarians at Grinnell have held workshops for faculty, designed an electronic classroom, continued to expand the library's Web presence, and taken advantage of teachable moments in both reference and instruction work in order to help integrate technology-related resources into the college's pedagogy.

Kocour, B.G. (2000), "Using Web-based tutorials to enhance library instruction," *College and Undergraduate Libraries*, Vol. 70 No. 1, pp. 45-54.

Describes changes made to the English composition program's use of library instruction and the creation of a library instruction Website that included a virtual tour, tutorials, and guides to library resources. Includes how the Website was incorporated into the instruction of research skills for composition classes.

Kraat, S. (2000), "Working at reference: if we hold it, will they come? Searching sessions at SUNY New Paltz", *The Reference Librarian*, Vol. 71, pp. 35-58.

This study examined whether non-mandatory library workshops were a viable means of information literacy instruction. Through interviews, the author discovered that a better alternative was a university-wide initiative for information literacy learning.

Kutner, L.A. (2000), "Library instruction in an interdisciplinary environmental studies program: challenges, opportunities, and reflections", *Issues in Science and Technology Librarianship*, No. 28, available from: http://www.library.ucsb.edu/istl/00-fall/.

Library instruction for interdisciplinary programs works best if it involves "multiple

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sessions of sustained, progressive" instruction. The subject arrangement of libraries and databases can be problematic for interdisciplinary researchers.

Laherty, J. (2000), "Promoting information literacy for science education programs: correlating the National Science Education Content Standards with the Association of College and Research Libraries Information Competency Standards for Higher Education", *Issues in Science and Technology Librarianship*, No. 28, available from: http://www.library.ucsb.edu/istl/00-fall

In attempting to integrate information literacy, it is important to know the standards that already exist in the subject discipline with which one is working. This information can make the librarian better prepared to work with faculty.

Lane, N. *et al.* (2000), *Techniques for Student Research: A Comprehensive Guide to Using the Library*, Neal-Schuman Publishers, New York, NY.

Covers all aspects of library and Internet research in chapters such as reference works: finding facts fast; almanacs, statistics, handbooks, and standards; using the library catalog; using bibliographies; the Internet, etc.

Larson, M.V. and Azcuy, M.K. (2000), "The labyrinth and library instruction: making mythology come alive", *Research Strategies*, Vol. 17 No. 1, pp. 51-6.

Describes library instruction used with a first-year English course focusing on mythology. The library instruction emphasized active learning and critical thinking and helped the students think about and complete their assignment to produce a bibliography.

Lathrop, A. and Foss, K. (2000), *Student Cheating and Plagiarism in the Internet Era*, Library Unlimited, Englewood, CO.

Takes a comprehensive look at the issue of cheating online which librarians are often called upon to help detect.

Lawson, M.D. (2000), "Reaching the masses: marketing a library instruction course to incoming freshmen", *Research Strategies*, Vol. 17 No. 1, pp. 45-9.

Describes simple marketing strategies (such as flyers, a human "commercial", and support from academic advisors) that were used to increase enrollment in a two credit research strategies class.

Lederer, N. (2000), "New form(at): using the Web to teach research and critical thinking skills", *Reference Services Review*, Vol. 28 No. 2, pp. 130-53.

Encourages use of Web pages created by librarians on topics like "how to find a journal article" for library instruction that can be delivered around the clock. Also describes survey results using number of Web page "hits" on library instruction pages at Colorado State University.

Lenn, K. (2000), "Seasoned students", *Teaching the New Library to Today's Users*, Neal Schuman Publishers, New York, NY, pp. 173-87.

Discussion of library instruction for older adult students including both cognitive and physical aspects of the learning environment.

Library User Education in the New Millennium: Blending Tradition, Trends, and Innovation. Papers and Session Materials Presented at the Twenty-seventh National LOEX Library Instruction Conference, (1999), Pierian Press, Ann Arbor, MI.

Contains summaries of the papers, discussion, and poster sessions presented at the 1999 LOEX conference. Topics range from tips for teaching generation Y, hands-on instruction, and collaborative and active learning techniques.

Littrell, L. (2000), "Bibliographic instruction: not just for students?", *College and Research Libraries*, Vol. 61 No. 5, pp. 396-8.

A meeting with a focus group of faculty and students at Kansas State University revealed that many did not understand or were not supportive of the role of the computer in library research. Author lists practical suggestions for helping patron groups to understand electronic research better.

Luke, C. (2000), "New literacies in teacher education", *Journal of Adolescent and Adult Literacy*, Vol. 43 No. 5, pp. 424-35.

Argues that teacher education is an excellent point at which to teach media and technology

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literacies and describes a course of study at the University of Queensland which used e-mail as a vehicle for students' responses to the course content. This included the above named literacies as well as social and information technology changes that affect society.

MacAdam, B. (2000), "From the other side of the river: re-conceptualizing the educational mission of libraries", *College and Undergraduate Libraries*, Vol. 6 No. 2, pp. 77-93.

Before librarians can redefine their roles as teachers, they need to question some assumptions about how students think and learn and adapt their teaching styles and their roles accordingly.

MacDonald, M.C. *et al.* (2000), "Challenges in building an incremental, multi-year information literacy plan", *Reference Services Review,* Vol. 28 No. 3, pp. 240-7.

The information literacy plan at the University of Rhode Island involved the creation of two credit-bearing classes offered through the library: LIB 120 Introduction to Information Literacy and LIB 140 Special Topics in Information Literacy. Plans are also underway to create information literacy modules or "standardized 'toolkits' containing information resources, research strategies, in-class exercises, and assignments geared to particular fields ...."

McAndrew, R. (2000), "Immersion 2000: making learning happen", *College and Research Libraries News*, Vol. 61 No. 10, pp. 909-11.

Reports on ACRL's Institute for Information Literacy Immersion program that was held at the University of Washington, Seattle during August 2000.

McDowell, S. (2000), "Library instruction for lesbian, gay, bisexual, and transgendered college students", *Teaching the New Library to Today's Users*, Neal Schuman Publishers, New York, NY, pp. 71-86.

Gives examples of how libraries and library instruction can be relevant to the needs of the lesbian, gay, bisexual, and transgendered students including workshops, collection development, reference transactions, bibliographies, pathfinders, and subject heading instruction.

McKenzie, J. (2000), "Winning with information literacy", *TECHNOS*, Vol. 9 No. 1, pp. 28-32.

Discusses the need for instructional technology education among teachers and how information literacy is vital to any kind of technology implementation.

Miller, K. (2000), "Developing good research habits: encourage students to create working bibliography online", *College and Research Libraries News*, Vol. 61 No. 5, pp. 418-20.

Since students no longer use 3×5 note cards to record the bibliographic information they find for their research, the author recommends having them cut, and paste electronically into a working bibliography in order to avoid the printing, disconnected research, and plagiarism epidemics.

Moore, A.C. and Ivory, G. (2000), *Investigating and Improving the Information Literacy of College Faculty*, ERIC Publications, ED 449783.

Qualitative and quantitative study revealed that "frequency of visits to the library, comfort with computers, comfort with the library, and self-assessment of overall library research competence" had statistical significance in determining faculty members' level of information literacy. Also encourages faculty-librarian collaboration in developing information literacy in themselves and their students.

Neely, T.Y. (2000), "Aspects of information literacy: a sociological and psychological study", PhD dissertation, University of Pittsburgh.

Investigated "sociological and psychological factors, as evidenced in the literature that are believed to affect college-level students' ability to make relevance judgments" as well as collected information about these students' attitudes toward information literacy skills.

Neely, T.Y. (1999), "Instruction and outreach at Colorado State University Libraries", *The Reference Librarian*, Vol. 67/68, pp. 273-87.

Reorganization of reference services in 1998 led to the creation of a separate group for instruction, outreach, and staff training which also included distance learning. A position for undergraduate instruction librarian was created.

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New Learning Environments: Papers and Session Materials Presented at the Twenty-sixth National LOEX Library Instruction Conference, (1998), Pierian Press, Ann Arbor, MI.

Many presentations focused on designing tutorials and adapting instruction to electronic classroom environments.

Newby, J. (2000), "Evolution of a library research methods course for biology students", *Research Strategies*, Vol. 17 No. 1, pp. 57-62.

Uses the changes in a library research methods course at Weber State University to discuss an overview of pedagogical changes in library instruction in general over the course of the previous 20 years.

Nieuwenhuysen, P. (2000), "Information literacy courses for university students: some experiments and some experience", *Campus-Wide Information Systems*, Vol. 17 No. 5, pp. 167-74.

Describes courses related to information literacy and information retrieval at two Belgian universities. Includes course handouts and lesson plans.

Nugent, C. and Myers, R. (2000), "Learning by doing: the freshman-year curriculum and library instruction", *Research Strategies*, Vol. 17 No. 2/3, pp. 147-55.

Used the conceptual framework of library as campus resource, library as laboratory, and library as scholar's workstation to structure three different information literacy interventions during the course of the freshmen year at Maryville College.

O'Hanlon, N. (2000), "Ohio State University Libraries' net.TUTOR project", *Research Strategies*, Vol. 17 No. 2/3, pp. 207-14.

Describes the development and implementation of net.TUTOR which contains Web-based, interactive tutorials on basic tools and techniques for becoming an effective Internet searcher.

Onwuegbuzie, A.J. and Jiao, Q.G. (2000), "I'll go to the library later: the relationship between academic procrastination and library anxiety", *College and Research Libraries*, Vol. 61 No. 1, pp. 45-54.

Discusses the authors' study which empirically demonstrates a relationship between procrastination and library anxiety among graduate students. Implications for intervention by librarians to alleviate the students' anxiety and thus reduce their desire to procrastinate.

Palmer, C. and Ford, C. (2000), "Integrating the learning library into the undergraduate curriculum: extending staff resources for library instruction", *Research Strategies*, Vol. 17 No. 2/3, pp. 167-75.

Describes UC Irvine's four models for library instruction to undergraduate students. These models help stretch the staff and library resources to cover the need for instruction.

Petrowski, M.J. (2000), "Creativity research: implications for teaching, learning and thinking", *Reference Services Review*, Vol. 28 No. 4, pp. 304-12.

Gives an overview of creativity research and applies it to education. Includes citations to articles for each type of approach (psychometric, contextual, experimental, and biographical).

Phelps, M. (2000), "Designing Web-based library instruction for adult learners", *Colorado Libraries*, Vol. 26 No. 2, pp. 19-21.

Using the big six skills approach to information problem solving, the author designed a Web-based tutorial using FrontPage 2000. Article provides a short discussion of her process.

Rader, H.B. (2000), "Welcome to the millennium – information literacy in the reference environment: preparing for the future", *The Reference Librarian*, Vol. 71, pp. 25-34.

Author argues that academic librarians must change the way they view reference work in the electronic environment in order to help users meet the challenges of our information society.

Ren, W. (2000), "Library instruction and college student self-efficacy in electronic information searching", *Journal of Academic Librarianship*, Vol. 26 No. 5, pp. 323-9.

Study of 85 college students which measured self-efficacy before and after library instruction. Though more research is needed, it showed that hands-on library instruction can increase students' self-efficacy.

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Rhodes, H. and Chelin, J. (2000), "Web-based user education in UK university libraries – results of a survey", *Program*, Vol. 34 No. 1, pp. 59-73.

Reports on a 1998 survey of UK libraries, three-fourths of which were using the Web for instruction. Authors speculate as to why not all libraries were using the Web and what future trends in this area might look like.

Riddle, J.S. and Hartman, K.A. (2000), "'But are they learning anything?' Designing an assessment of first year library instruction", *College and Undergraduate Libraries*, Vol. 7 No. 2, pp. 59-69.

Outlines an assessment program created for freshmen students. Authors also give strategies for those who want to create similar programs at their own institutions.

Risser, I.K. (2000), "The successful liaison program: librarians and classroom faculty as partners in the instructional process", *Against the Grain*, Vol. 12 No. 5, pp. 22-24.

Overview of the program at Millersville University and the organization and implementation of meetings between librarians participating as liaisons to academic departments and the corresponding deans, chairs, and department liaisons to the library.

Rockman, I.F. (2000), "More than faculty training: integrating information competence into the disciplines", *College and Research Libraries News*, Vol. 61 No. 3, pp. 192-4.

Describes a successful workshop for 14 faculty members at California State University, Hayward that was held in 1999 which covered topics such as problem-based learning, adult learning theory, student-centered interface design, principles of information competence and more.

Ross, T. (2000), *Information Literacy in Electronic Environments: Fantasies, Facts, and Futures*, ERIC Publications, ED 447834.

Relates information literacy instruction to learning principles, and key concepts of information literacy instruction are identified in relation to the virtual information environment. Also presents models of print-based research versus Web-based research.

Samson, S. (2000), "What and when do they know? Web-based assessment", *Reference Services Review*, Vol. 28 No. 4, pp. 335-42.

Instruction librarians at Mansfield Library, University of Montana, Missoula, used a Web-based instruction form to measure what students were learning at the basic level, at the advanced level and at the graduate level in terms of information literacy. The Web-based form results went into an Microsoft access database allowing for easy tabulation.

Sarkodie-Mensah, K. (2000), "The international student on campus: history, trends, visa classification, and adjustment issues", *Teaching the New Library to Today's Users*, Neal-Schuman Publishers, pp. 3-16.

Profiles international students in US universities today and discusses issues of language, American classroom culture, culture shock, and stress that might affect student learning.

Shen, Z. and Gresham, K. (2000), "When technology transforms research methodology: the role of the librarians in reforming the curriculum", *Reference Services Review*, Vol. 28 No. 4, pp. 360-8.

Uses the example of research in Asian studies to illustrate ways that librarians can contribute as partners to the teaching effort by means of a research methods class.

Simons, K. *et al.* (2000), "The learning library in context: community, integration, and influence", *Research Strategies*, Vol. 17 No. 2/3, pp. 123-32.

Using the theories of Lev Vygotsky and Jean Lave, the authors examine four models of learning libraries that include (among other things) integration into the curriculum, learning communities, and social interactions among a community of users.

Sinn, R.N. (2000), "A comparison of library instruction content by biology faculty and librarians", *Research Strategies*, Vol. 17 No. 1, pp. 23-34.

A survey of librarians who did instruction for biology classes and biology faculty who did their own instruction showed that both groups covered the same databases, the World Wide Web, and the differences between magazines and journals. Librarians, though, included

information to help students navigate the library.

Snavely, L. (2000), "The learning library", *Research Strategies*, Vol. 17 No. 2/3, pp. 79-84.

Discusses the shift from the concept that because something is taught, it is learned, to the more current way of thinking that teaching ought to but does not necessarily produce learning, and the reasons behind this shift in education.

Sutton, L. (2000), "Imagining learning spaces at Wayne State University's new David Adamany undergraduate library", *Research Strategies,* Vol. 17 No. 2/3, pp. 139-46.

Information literacy was a primary concern of the designers of Wayne State's new library. Spaces were created with collaborative learning, curriculum integration, and resource-based learning in mind.

Tate, M.A. *et al.* (2000), "Modular approach to teaching the World Wide Web", *Research Strategies*, Vol. 17 No. 2/3, pp. 201-6.

The authors designed modules to teach students how to do research on the Web and these are described in the article as well as the authors' speculations on librarians' changing roles as educators.

Thornburg, D.D. (2000), *Campfires in Cyberspace*, Starsong Publications, San Carlos, CA.

Author believes the Web is a unique tool for education and he explores communication philosophies to discover what new or revised pedagogies need to be used when teaching and learning with the Web.

Tobin, T. and Kesselman, M. (2000), "Evaluation of Web-based library instruction programs", *INSPEL*, Vol. 34 No. 2, pp. 67-75.

Overview of the changes in criteria in the design of Web pages intended to instruct users in the use of library and information resources. Discusses need for assessment and usability studies.

Todaro, J. (2000), "The community partnership toolkit", *College and Research Libraries News*, Vol. 61 No. 1, pp. 905-7.

Describes work of ALA's committee on information literacy partnerships to create a Web site for information about partnerships, links to partnerships, links to information literacy Web sites, descriptions of toolkits, background reading, and more.

Trefts, K. and Blakeslee, S. (2000), "Did you hear the one about the Boolean operators? Incorporating comedy into library instruction", *Reference Services Review*, Vol. 28 No. 4, pp. 369-77.

Based on the premise that library instruction generally does not keep students on the edge of their seats, the authors explore the use of comedy in teaching information skills. They examine their own "humor quotient", talk about resources for learning to perform, and give some guidelines about using comedy in your teaching session.

Troutman, L. (2000), "Music librarianship at the turn of the century: user education", *Notes – Quarterly Journal of the Music Library Association*, Vol. 56 No. 3, pp. 620-7.

Surveys the bibliographic instruction efforts of music librarians over the last 20 years and traces the history of these efforts in the Music Library Association.

Tyckoson, D.A. (2000), "Library service for the first-generation college student", *Teaching the New Library to Today's Users*, Neal Schuman Publishers, New York, NY, pp. 89-105.

Explores background information on the demographics of first-generation college students and also gives practical applications of that information for use in designing library instruction.

Van Ullen, M.K. and LaFond, D.M. (2000), "Promoting European Union depository collections in the United States through bibliographic instruction", *Journal of Government Information*, Vol. 27 No. 3, pp. 325-43.

Survey of the 56 European Union depository libraries in the USA found that 68 per cent provided bibliographic instruction but that instruction was often limited to one-hour class integrated sessions in which it was difficult to explain the complexity of the EU depository system. EU materials are seen as widely applicable to many research subject areas by the depository librarians.

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Walter, S. (2000), "Engelond: a model for faculty-librarian collaboration in the information age", *Information Technology and Libraries*, Vol. 19 No. 1, pp. 34-41.

Describes a collaborative project at the University of Missouri-Kansas to integrate information literacy into a medieval studies class using a Website created by librarians and faculty. The students in the class evaluated medieval studies Websites and wrote reviews that were critiqued and posted to the site for use by other students.

Wilkinson, J. (2000), "From transmission to research: librarians at the heart of the campus", *College and Undergraduate Libraries*, Vol. 6 No. 2, pp. 25-40.

Argues that changes in higher education pedagogy – from a lecture (or transmission) model to a learner-centered, problem-based model, requires that librarians align themselves as teachers to guide students in solving problems with research methods.

Williams, H.C. (2000), "User education for graduate students: never a given, and not always received", *Teaching the New Library to Today's Users*, Neal Schuman Publishers, New York, NY, pp. 145-72.

Explores reasons why graduate students often need extensive library instruction and looks at several aspects of instruction in the context of graduate student education.

Williams, J.L. (2000), "Creativity in assessment of library instruction", *Reference Services Review*, Vol. 28 No. 4, pp. 323-34.

Williams describes and gives examples of alternative means of assessing information literacy instruction and includes some helpful guidelines for designing assessment instruments.

Wright, C. (2000), "Information literacy within the general education program: implications for distance education", *JGE: The Journal of General Education*, Vol. 49 No. 1, p. 23-33.

Argues for strong ties between librarians as practioners of information literacy and faculty who plan the general education curriculum. Also discusses aspects of information literacy that relate specifically to distance education and uses Penn State's innovations in distance education (IDE) as an example.

Yannie, M. (2000), "Technology is us: do we have time to learn? A librarian's perspective", *TechTrends*, Vol. 44 No. 4, pp. 42-3.

Examines the "influence of technology on students' habits of information retrieval" and suggest that instead of teaching students to find more information, librarians need to focus on teaching them to find better quality information.

Young, R.M. and Harmony, S. (2000), *Working with Faculty to Design Undergraduate Information Literacy Programs*, Neal-Schuman Publishers, New York, NY.

Part of the How-to-Do-It Manual for Librarians series, this book gives practical suggestions and "sample assignments, exercises, syllabi, surveys, and evaluation instruments." Overcoming the barriers between faculty and librarians is one area addressed at length.

Zeszotarski, P. (2000), *Computer Literacy for Community College Students*, ERIC Publication, ED 438010.

This ERIC digest summarizes the literature relating to incorporating computer and information literacy into the community college curriculum.

Zilius, P. and Tenofsky, D. (2000), "Remote real-time library instruction via cable television", *Research Strategies*, Vol. 17 No. 2/3, pp. 231-6.

Describes how librarians at the University of Michigan offered real-time, high quality, fairly low cost library instruction at the point-of-need to distance education students.

School libraries

Adams, D. and Hamm, M. (2000), *Media and Literacy: Learning in an Electronic Age – Issues, Ideas, and Teaching Strategies*, ERIC Publication, ED 438578.

Examines eight new "literacies" including scientific, mathematic, aesthetic, technological, media, and others and attempts to give educators ideas and practical applications for incorporating the teaching of these literacies.

Alfassi, M. (2000), "Using information and communication technology (ICT) to foster

literacy and facilitate discourse within the classroom", *Educational Media International*, Vol. 37 No. 3, pp. 138-48.

Describes a study of 23 eighth-graders who completed collaborative research using technology as part of a social science assignment. Sharing their results with their peers seemed to improve their reading and writing performance.

Anderson, M.A. (2000a), "Computer labs and media centers: a natural fit", *Multimedia Schools*, Vol. 7 No. 5, pp. 20-2.

Argues that having a computer lab in the school library media center offers an "opportunity to create a seamless information environment, improve access, interact with teachers and integrate technology and information literacy throughout the curriculum."

Anderson, M.A. (2000b), "Information literacy and local curriculum", *Book Report*, Vol. 19 No. 3 p. 42.

Reproducible guide to help librarians decide which information literacy standard they feel is important for their institution and why.

Anderson, M.A. (2000c), "School-wide, multi-disciplinary portfolios", *Multimedia Schools*, Vol. 7 No. 3, pp. 20, 22-4.

State information literacy standards were integrated into the Winona Middle School (Minnesota) by having the students complete and present portfolios using HyperStudio.

Arone, M.P. and Small, R V. (2000), *WWW Motivation Mining: Finding Treasures for Teaching*, Linworth Publishing, Worthington, OH.

Divided into three parts: "motivation mining for information literacy", "mining tools for motivational assessment", and "planning for Web gold: making motivation mining work for you", this books describes the authors' philosophy of helping students become information literate using the "mining" technique.

Asselin, M. (2000), "Research instruction", *Teacher Librarian*, Vol. 27 No. 5, pp. 64-5.

Discussion of the research process that children use. Encourages school librarians to advertise their expertise in teaching the research process.

Branch, R.M. and Fitzgerald, M.A. (2000), *Educational Media and Technology 2000*, Vol. 25, ERIC Publication, ED 439679.

The book is divided into seven parts that focus on the past and future of educational technology and covers topics such as automating instructional design, e-rate information, information literacy, building and maintaining a digital reference service, and profiles of six leaders in the profession.

Bucher, K.T. (2000), "The importance of information literacy skills in the middle school curriculum", *The Clearing House*, Vol. 73 No. 4, pp. 217-20.

Argues that information literacy skills are very important to the middle school curriculum as it helps students develop critical thinking and complex analytical skills. Calls for teacher-librarian collaboration.

Callison, D. (2000a), "Assignment", *School Library Media Activities Monthly*, Vol. 17 No. 1, pp. 39-43.

In-depth discussion of designing research and library assignments for k-12 students. Recommends assignments be more than just hunts for information.

Callison, D. (2000b), "Knowledge management", *School Library Media Activities Monthly*, Vol. 16 No. 7, pp. 37-39, 45.

Contends that school media centers need to support the information literacy and critical thinking curriculum components by including a wide variety of materials that present many sides of an issue as well as access to primary source data and information about how to conduct primary source investigations.

Callison, D. (2000c), "Rubrics", *School Library Media Activities Monthly*, Vol. 17 No. 2, pp. 34-6, 42.

Overview of rubrics with specific examples of rubrics for information literacy.

Callison, D. (2000d), "Taxonomy", *School Library Media Activities Monthly*, Vol. 17 No. 3, pp. 35-40.

Discusses the teaching and learning of taxonomy in the life sciences and how it applies to the concept of information literacy.

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Casey, J.M. (2000), *Creating the Early Literacy Classroom: Activities for Using Technology to Empower Elementary Students*, Libraries Unlimited, Englewood, CO.

Provides approximately 90 activities for promoting literacy using technology at various grade levels including very young children.

Crowley, M. (2000), "Getting out of isolation", *The School Librarian's Workshop*, Vol. 20 No. 7, p. 4.

Presents ways that school media specialists can attempt to integrate information skills into the curriculum using a constructivist approach rather than teaching the skills in isolation.

Davis, R.W. (2000), *Multimedia Storytimes*, Highsmith Press, Fort Atkinson, WI.

Includes "40 subject-related storytime programs" as well as tips for incorporating multimedia and what it can mean for children's learning.

Doggett, S.L. (2000), *Beyond the Book: Technology Integration in to the Secondary School Library Media Curriculum*, Libraries Unlimited, Englewood, CO.

Includes reproducible exercises on research and Internet skills for use with students as well as an overview of the pros and cons of technology integration.

Doiron, R. (2000), "The student's guide to completing an author study", *Teacher Librarian*, Vol. 27 No. 3, pp. 17-25.

Reproductions of the author's worksheets for students to organize their research process, in this case related to researching authors, but could be adapted for other subjects.

Duncan, D. and Lockhart, L. (2000), *I-Search, You Search, We All Learn to Research*, Neal-Schuman Publishers, New York, NY.

Based on Ken Macrorie's *I-Search Paper*, which uses a personal inquiry approach to research, this book explains how the I-Search process can work for elementary students. Includes examples and illustrations from actual student papers.

Durocher, K.S. (2000), "Seven clues for super sleuths", *School Library Media Activities Monthly*, Vol. 16 No. 9, pp. 30, 33.

Contains an exercise to use with students that gives them seven "tips" that will enable them to always be able to find information.

Eisenberg, M.B. and Berkowitz, R.E. (2000), *The Big6 Collection: The Best of the Big6 Newsletter*, ERIC Publication, ED 439681.

Compilation of Big6 newsletters that give practical tips for teachers and librarians who are wanting to integrate this information process model into their teaching. Chapters include "Big6 skills," "Big6 practical approaches," "Assessment," "Teaching aids," "Virtual wisdom," "Parent connection," and more.

Eisenberg, M.B. *et al.* (2000), "Applying Big6 skills and information literacy standards to Internet research", *Book Report*, Vol. 19 No. 3, pp. 33-5.

Correlates Big6 skills with national information literacy standards and applies them to the example of teaching students the skills of searching, locating, using, and evaluating Internet information.

"Exploring ecology" (2000), *The School Librarian's Workshop*, Vol. 20 No. 7, pp. 8-9.

Contains a plan for an instruction session where the school media specialist covers four questions: "Where are you going to look for information? What do you expect to find? How are you going to find it? And how will you know it is worthwhile?"

Faucette, E. (2000), "Are you missing the most important ingredient? A recipe for increasing achievement!", *Multimedia Schools*, Vol. 7 No. 6 pp. 56-61.

Key ingredient in information literacy instruction is "quality parent, family, and community involvement" according to the author. Argues that school librarians have a hub-type role in developing this involvement.

Gibson, S. and Tranter, J. (2000), "Internet information: the whole truth?", *Canadian Social Studies*, Vol. 34 No. 4, pp. 77-80.

Studied students critical viewing of information they found on the Internet by using 7th-9th graders in four urban Alberta schools. Results indicated that students need more direction and instruction in looking for indicators of quality information.

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Gordon, C. (2000), *Information Literacy in Action*, John Catt Educational, Great Glemham.

Contains resource-based projects that are multidisciplinary and adaptable to various grade levels that can be used collaboratively by librarians and teachers.

Gruber, S. (2000), *Weaving a Virtual Web: Practical Approaches to New Information Technologies*, ERIC Publication, ED 436787.

Essays contain practical information about incorporating the World Wide Web into classroom instruction at all levels. Focuses on English and language arts.

Hart, G. (2000), "A study of the capacity of Cape Town's children's librarians for information literacy education", *Mousaion*, Vol. 18 No. 2, pp. 67-84.

Describes a 1999 survey of 65 children's librarians which indicated that despite a severe lack of libraries and library services in many disadvantaged schools, librarians there are already "actively engaged in education." Recommends planning for information literacy programs and the creation of specialist positions to work with the curriculum.

Haycock, K. (2000), "Information literacy: the current crop", *Teacher Librarian*, Vol. 27 No. 3, pp. 39-41.

Gives an overview of the current books on information literacy for educators.

Jonassen, D.H. (2000), *Computers as Mindtools for Schools: Engaging Critical Thinking*, Prentice-Hall, Upper Saddle River, NJ.

Author uses computers and the Internet as "information sources" rather than "knowledge-building tools" and argues that critical thinking does not necessarily have to use computers.

Jukes, I. *et al.* (2000), *NetSaavy: Building Information Literacy in the Classroom*, Corwin Press, Thousand Oaks, CA.

Gives practical ways to incorporate information literacy instruction into the classroom at all grade levels using a skills framework for lesson planning.

Junion-Metz, G. (2000), *Coaching Kids for the Internet: A Guide for Librarians, Teachers, and Parents*, ERIC Publication, ED 438788.

Divided into three sections, this book gives "guidance in how to help children use the Internet for learning and fun." Includes annotated list of online and print resources as well as an accompanying disk of the sources described in the book.

Kasowitz, A.S. (2000), *Teaching and Learning with the Internet: A Guide to Building Information Literacy Skills*, ERIC Publication, ED 449796.

Helps teachers and others who work with K-12 students on how they can best teach students to solve information problems using a wide variety of tools and resources. Also deals with information mentoring and designing Internet content for the K-12 audience.

"Knowledge trees" (2000), *The School Librarian's Workshop*, Vol. 20 No. 6, pp. 12-13.

Shows how the Dewey system can be presented as a "knowledge tree" where broad subjects are further broken down into smaller categories. When presented this way to students, it can further their information finding skills as the first step to being information literate.

Krueger, K. *et al.* (2000), "Preservice teacher technology competencies", *Tech Trends*, Vol. 44 No. 3, pp. 47-50.

Describes the development of "Preservice teacher technology competencies" at the University of Northern Iowa. The competencies deal both with computer and information literacies.

Lance, K.C. *et al.* (2000), *Measuring Up to Standards: The Impact of School Library Programs and Information Literacy in Pennsylvania Schools*, ERIC Publication, ED 446771.

Examined the impact of school library media centers, activities of school librarians, information technology (licensed databases and the Internet) on academic achievement by sampling 500 schools.

Lazonder, A.W. (2000), "Exploring novice users' training needs in searching information on the WWW", *Journal of Computer Assisted Learning*, Vol. 16 No. 4, pp. 326-35.

Describes a study in which seven pre-university students who were classified as novice and seven who were classified as

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experienced were recorded as they completed three World Wide Web search tasks and only minimal differences in ability were found. There were indications, though, that these users would have benefited from information skills instruction.

Logan, D.K. (2000), I*nformation Skills Toolkit: Collaborative Integrated Instruction for the Middle Grades*, Linworth Publishing, Worthington, OH.

This book focuses on teacher-librarian collaboration and includes detailed lesson plans that cover all curriculum areas. It also discusses multiple intelligences, the information power standards, and adaptive technology.

Mandel, M. (2000), *Teen Resources on the Web: A Guide for Librarians, Parents, and Teachers*, Highsmith Press, Fort Atkinson, WI.

Details over 900 Websites on topics of interest to teenagers and includes effective searching tips and strategies.

Matthews, S. (2000a), "The charted library", *The Library Association Record*, Vol 102 No. 6, pp. 336-7.

Describes development of a library curriculum that integrates information and computer technology skills using visual mapping.

Matthews, S. (2000b), "The framework: a visual map for a library centered information technology curriculum", *School Librarian*, Vol. 48 No. 3, pp. 118-19, 127.

Used visual mapping to determine where library skills were being integrated into the curriculum and where they were not. Includes assessment, skills, and support resources.

Minkel, W. (2000), "Burden of spoof", *School Library Journal,* Vol. 46 No. 10, p. 49.

Gives examples of spoof Websites that can be used with students to lead to a discussion of the importance of the evaluation of information.

Moore, P.A. (2000), "Primary school children's interaction with library media", *Teacher Librarian*, Vol. 27 No. 3, pp. 7-11.

Reports on a survey that showed difficulties that students may encounter with resource-based learning and research and how important teachers' understanding of the process is in helping students through these challenges.

Moran, K.A. (2000), *Literature Online: Reading and Internet Activities for Libraries and Schools*, Upstart Books, Fort Atkinson, WI.

"Covers Web sites and curricular activities for 38 popular children's literature works." Grades 4-8 are targeted.

Murray, J. (2000a), "Applying Big6 skills and information literacy standards to Internet research", *The Book Report*, Vol. 19 No. 3, pp. 33-5.

Compares Big6 skills to national information literacy standards using Internet research as the application and breaking the process down into smaller steps. Also calls for assessment to determine if these standards are making a difference for students.

Murray, J. (2000b), "Teaching information skills to students with disabilities", *The School Librarian*, Vol. 48 No. 2, pp. 66-8.

Overview of author's research, conducted via survey and interviews with school librarians regarding their strategies for teaching students with disabilities. Author found that these students are receiving equitable instruction but the quality of the instruction is linked to the overall school program.

O'Sullivan, M. and Scott, T. (2000a), "Teaching Internet information literacy: a critical evaluation", *Multimedia Schools*, Vol. 7 No. 2, pp. 40-2.

Authors designed an Internet information literacy unit that was used with social studies although it could be adapted for other subjects. This unit focused on evaluation of Internet sites and finding authoritative material.

O'Sullivan, M. and Scott, T. (2000b), "Teaching Internet information literacy: a collaborative approach", *Multimedia Schools*, Vol. 7 No. 3, pp. 34-7.

Reports on results of a questionnaire administered to 309 students in grades 9-12 that dealt with student use of the Internet, what they like or dislike about the Internet, and their own Internet skill self-evaluation. Also discusses teachers and librarians conducting collaborative research.

Pappas, M.L. (2000), "Managing the inquiry learning environment", *School Library Media Activities Monthly*, Vol. 16 No. 7, pp. 27-30, 36.

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Encourages collaboration between teachers and school media specialists as they plan units using inquiry based learning which require students to have access to a "quality collection of resources in a school library media center" and to use an information process model and engage in questioning and reflection.

Plotnick, E. (2000), "Definitions/ perspectives", *Teacher Librarian*, Vol. 28 No. 1, pp. 27-9.

Overview of the development of the concept and definitions of information literacy.

Potter, C.J. (2000), *Information and Technology Literacy Standards Matrix*, Wisconsin Deptartment of Public Instruction, Madison, WI.

Based on Wisconsin's Model Academic Standards for Information and Technology Literacy, this is designed to "help library media specialists, instructional technology coordinators, curriculum directors, and teachers identify where specific information and technology competencies might fit best into the assessed subject areas."

Rodgers, M.E. (2000), *Multicultural Information Quests: Instant Research Lessons, Grades 5-8*, Libraries Unlimited, Englewood, CO.

Includes annotated resources (mostly print) and reproducible exercises which use the resources listed.

Russell, S. (2000), *Teachers and Librarians: Collaborative Relationships*, ERIC Publications, ED 444605.

Overview of the literature on school librarians' role in curriculum consulting and partnering in the classroom. Advocates in favor of collaboration in light of the recent Information Power and Big6 guidelines and standards.

Russell, S. and Warren, M. (2000), "IT teams: saving the world through authentic and challenging tasks", *Multimedia Schools*, Vol. 7 No. 2, pp. 16-21.

Using the Big6 research process, students can learn about science investigative processes and see how research skills apply in the "real" world.

Schrock, K. and Frazel, M. (2000), *Inquiring Educators Want to Know: TeachQuests for Today's Teachers*, Linworth Publishing, Worthington, OH.

Provides resources for educators interested in learning more ways to incorporate technology into his or her classroom.

Scott, T.J. and O'Sullivan, M. (2000), "The Internet and information literacy: taking the first step toward technology education in the social studies", *The Social Studies*, Vol. 91 No. 3 pp. 121-5.

Describes the authors' study "designed to examine high school students' use of the Internet, their evaluation of it as a learning tool, and their personal satisfaction at using the Internet for educational research." Findings stress the importance of students being taught to critically evaluate social studies material that they find on the Web.

Skomars, N. (2000), *Educating with the Internet: Using Net Resources at School and Home*, Charles River Media, Rockland, MA.

Presents online resources and ways of integrating them into one's curriculum. Includes lesson plan chapters.

Small, R. (2000), "Having an IM-PACT: a model for improving instructional presentations", *Teacher Librarian*, Vol. 28 No. 1, pp. 30-5.

Uses the IM-PACT model (instructional model – purpose, audience, content, technique) to create an information literacy assignment. Example of a lesson plan for teaching research skills to ninth grade students is included.

Small, R. and Arnone, M.P. (2000), *Turning Kids on to Research: The Power of Motivation*, ERIC Publication, ED 439689.

Discusses internal and external motivators that can be taken into consideration when creating research assignments. Gives examples of actual lesson plans that worked well with students.

Sosa, M. and Gath, T. (2000), *Exploring Science in the Library: Resources and Activities for Young People*, ALA Editions, Chicago, IL.

Explores ways to use the Internet to advance scientific literacy skills.

Taylor, R.H. and Patterson, L. (2000), "Using information literacy to promote critical thinking", *Teacher Librarian*, Vol. 28 No. 2, pp. 9-15.

Uses the problem of stereotypes of native Americans in American culture to demonstrate

a need for information literacy instruction using both materials that depict native Americans realistically and those that depict the caricatures.

Thomas, N. (2000), "A multiplicity of (research) models: alternative strategies for diverse learners", *School Library Media Activities Monthly*, Vol. 17 No. 1, pp. 25-6, 51.

Reviews Kuhlthau's ISP, Irving's study and information skills across the curriculum, Eisenberg and Berkowitz's big six skills, Stripling and Pitt's REACTS and term paper models, Joyce and Tallman's I-Search model, Pappas and Tepe's pathways to knowledge, and Yucht's Flip-it! model.

Thompson, H.M. and Henley, S.A. (2000), *Fostering Information Literacy: Connecting National Standards, Goals 2000, and the SCANS Report*, ERIC Publications, ED 439667.

This book attempts to connect the national standards for information literacy and the corresponding curriculum standards used in schools. Contains modifiable handouts, presentations, and lesson plan models.

Veccia, S. (2000), "Information powered by primary sources", *Knowledge Quest*, Vol. 29 No. 1, pp. 12, 14-15.

Encourages use of Library of Congress's American Memory Historical Collections by teachers to create information literacy assignments based on learning to use primary source materials.

Zinn, S. (2000), "Outcomes-based education and non-English mother tongue speakers from disadvantaged environments: a double-edged handicap to acquiring information literacy", *Mousaion*, Vol. 18 No. 2, pp. 40-53.

Since access to a good collection of resources is important for information literacy skills, students who attend schools which lack both resources and materials in native languages are very much disadvantaged in terms of learning these skills.

Public libraries

Bull, S. (1999), "Training in the electronic environment: designing courses for your clientele", *APLIS*, Vol. 12 No. 4, pp. 154-61.

Describes a training program in an Australian public library for library patrons and personnel that included introduction to the Internet, how to search, e-mail, word processing, and basic computer skills. Covers how training, presentation skills, and implementation were handled.

Sharpe, D. (2000), "Pooled expertise lights the way in Sunderland", *Public Library Journal*, Vol. 15 No. 2, pp. 48-9.

Describes a consortial program begun with grant funding, involving a city public library, and city college and university libraries that designed information and communication technology (ICT) training for school librarians in their area.

Todd, M. and Tedd, L.A. (2000), "Training courses for ICT as part of lifelong learning in public libraries: experiences with a pilot scheme in Belfast public libraries", *Program*, Vol. 34 No. 4, pp. 375-83.

Belfast public libraries have created partnerships with other organizations to provide information and communication technology training courses for their users. This article describes preliminary results of this pilot project.

Weiner, R.G. (2000), "Information access illiterate", *Public Library Quarterly*, Vol. 18 No. 1, pp. 57-60.

Argues that public libraries have a very important role in giving the public access to technology and technology literacy educational opportunities, much as libraries in the 1600s did with traditional literacy.

Zarsky, T. (2000), "Instruction for the business community", *Colorado Libraries*, Vol. 26 No. 4, pp. 38-9.

Describes the outreach program to the Pikes Peak business community which includes establishing a relationship with local business organizations, offering sessions on business research tools, and answering business-related questions by phone with the material to be picked up by the caller. Also 2½ hour sessions are offered on how to write business plans.

Special libraries

Abell, A. (2000), "Skills for knowledge environments", *Information Management Journal*, Vol. 34 No. 3, pp. 33-41.

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"This article examines the importance of knowledge management (KM) in organizations; information literacy skills for a knowledge environment; and research findings about the roles of information professionals in KM."

Allen, M.J.M. *et al.* (2000), "Self-reported effects of computer workshops on physicians' computer use", *Journal of Continuing Education in the Health Professions*, Vol. 20 No. 1, pp. 20-6.

Follow-up survey of 65 physicians participating in a computer workshop found that 17 (out of 30 responding) had increased their use of computers, especially online information retrieval, while eight had bought new hardware or software.

Blackburn, R. and Athayde, R. (2000), "Making the connection: the effectiveness of Internet training in small businesses", *Education + Training*, Vol. 42 No. 4-5, pp. 289-98.

British business owners and employees who were trained in business Internet applications found that they were more skilled with information and communication technologies in general.

Danner, R.A. (2000), "Focus on information literacy", *The National Law Journal*, Vol. 22 No. 47, pp. C1 and C7+.

Discusses print versus electronic research and how today's students gravitate toward the latter. Also examines information literacy and what it means for legal research instruction.

Edmunds, A. and Morris, A. (2000), "The problem of information overload in business organisations: a review of the literature", *International Journal of Information Management*, Vol. 20 No. 1, pp. 17-28.

Argues that information literacy is key to reducing information overload. Gives some strategies that individuals can adopt for dealing with the proliferation of information.

Gibson, K.E. and Silverberg, M. (2000), "A two-year experience teaching computer literacy to first-year medical students using skill-based cohorts", *Bulletin of the Medical Library Association*, Vol. 88 No. 2, pp. 157-64.

Since finding information online is becoming increasingly important to the medical community, a class was developed to teach "computer basics, e-mail management, MEDLINE and Internet search tools." Pre- and post-testing demonstrated that this seven-hour hands-on instruction was successful.

Halverson, A.L. and Volker, J. (2000), "Information literacy in the electronic arts library: strategies for the hybrid professional", *IFLA Journal*, Vol. 26 No. 2, pp. 120-2.

Discusses the role of the hybrid professional – a librarian with knowledge of both traditional sources and electronic media – in creating strategies for learning information literacy skills. At the California Institute of the Arts, these include the help desk, a credit course, and an info lab.

Kirk, J.K. *et al.* (2000), "Connecting pharmacy and literacy: the North Carolina medication information literacy project", *American Journal of Pharmaceutical Education*, Vol. 64 No. 3, pp. 277-82.

Studied the comprehensibility of over-the-counter, consumer-directed drug information by having pharmacy students survey customers.

Masek, L.E. (2000), "Advice for teaching hands-on computer classes to adult professionals", *Computers in Libraries*, Vol. 20 No. 3, pp. 32-6.

This article provides good teaching reminders such as have a lesson plan but be flexible, make things simple but don't be condescending, and use handouts to present the detailed material.

Olmstadt, W. (2000), "Designing and delivering a public health informatics course", *Issues in Science and Technology Librarianship*, No. 28, available from: http://www.library.ucsb.edu/istl/00-fall/.

Discusses the definition of informatics and an informatics class in a School of Rural Public Health which was not a required part of the curriculum. Class was successful and students responded positively to topics such as information ethics and intellectual property.

Oxbrow, N. (2000), "Skills and competencies to succeed in a knowledge economy", *Information Outlook*, Vol. 4 No. 10, pp. 18-22.

Discusses why knowledge management is important, the new roles that a company's workers play as the company develops a

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knowledge management team, and the changes to the role of the information professional as knowledge management evolves at a company.

Potter, T. (2000), "A new twist on an old plot: legal research is a strategy, not a format", *Law Library Journal*, Vol. 92 No. 3, pp. 287-94.

Author argues that it is not necessary to begin with print resources when teaching legal research as students are often more comfortable with the computer, the sources they need to use are online, and the convenience factor may encourage them to be more engaged in the learning.

Quinn, A.G. and Allen, E. (2000), "Revisiting THY 550: how one seminary library seeks to mediate research methodology", *Catholic Library World*, Vol. 70 No. 4, pp. 229-32.

Overview of the history of the library research methods class at St Vincent de Paul regional seminary. Includes survey questions asked of faculty and students as well as some of the overall impressions students had of the course.

Ramachandran, H. (2000), "Reference services to police officer students at the School of Police Staff and Command, Traffic Institute, Northwestern University", *The Reference Librarian*, Vol. 69/70, pp. 247-58.

Describes how reference and instruction services intersect and have to adapt to the very specialized populations (law enforcement personnel) served by the traffic library.

Schanck, P.C. (2000), "Mandatory advanced legal research: a viable program for law schools?", *Law Library Journal*, Vol. 92 No. 3, pp. 295-304.

Describes the importance, development and implementation of an advanced legal research course at Marquette University.

Scott, C.S. *et al.* (2000), "Information and informatics literacy: skills, timing, and estimates of competence", *Teaching and Learning in Medicine*, Vol. 12 No. 2, pp. 85-90.

Results of two surveys of medical education administrators and entering medical students reveal difference of opinion regarding information literacy and computing competencies. Further investigation is needed to assertain entry-level skills.

Wallace, M.C. *et al.* (2000), "Teaching information literacy skills: an evaluation", *Nurse Education Today*, Vol. 20 No. 6, pp. 485-9.

Article describes a study of 55 nursing students whose courses had integrated information literacy skills instruction compared to 72 students who had no such courses. The group of 55 did better on post-test scores, but there was no significant difference found between the two groups.

Young, S. (2000), "Teaching UK legal research in the USA", *The Law Librarian*, Vol. 31 No. 1, pp. 49-52.

Examines why UK legal research would be important for US students and gives an overview of the structure of the class.

All types

Ackerman, E. and Hartman, K. (2000), *Searching and Research on the Internet and the World Wide Web*, Franklin, Beedle and Associates, Wilsonville, OR.

This is the second edition of a book that contains helpful information for searching on the World Wide Web. Chapters on specific search engines, downloading software, e-mail, discussion groups are included as well as review questions, special exercises, and projects using the resources listed.

Barton, P.E. (2000), *What Jobs Require: Literacy Education, and Training, 1940-2006. Policy Information Report*. ERIC Publication, ED 439136.

Based on the 1992 National adult literacy survey of over 26,000 individuals looking at the levels of literacies (prose, document, and quantitative) which workers have, this report makes predications and traces trends regarding literacies which jobs in America require.

Bruce, C. (2000a), "Information literacy programs and research: an international review", *The Australian Library Journal*, Vol. 49 No. 3, pp. 209-18.

Overview of the research being done in this area including the move from an educational setting to a workplace setting. Also includes a look at research-in-practice, applied research, and pure research as well as the author's "own

research into how information literacy is conceived or experienced."

Bruce, C. (2000b), "Information literacy research: dimensions of the emerging collective consciousness", *Australian Academic and Research Libraries*, Vol. 31 No. 2, pp. 91-109.

Looks at the relatively new area of research studies in information literacy and how these are exposing a "collective consciousness" among those interested in this field. Argues that information literacy researchers are investigating different parts of the same whole.

Bruce, C. *et al.* (2000), *Information Literacy Around the World: Advances in Programs and Research*, Centre for Information Studies, Charles Sturt University, Wagga Wagga, NSW.

Exploration of the various facets of information literacy including information literacy in the workplace, socio-economic status and information literacy, assessment of information literacy, the relationship between information-seeking and learning outcomes, and more, from an international perspective.

Carvin, A. (2000), "More than just access: fitting literacy and content into the digital divide equation", *Educause Review*, Vol. 35 No. 6, available from: http://www.educause.edu/pub/er/erm.html

Discussion of the various literacies (occupational, traditional, information, etc.) that people today need to have.

Concept, Challenge, Conundrum: from Library Skills to Information Literacy. Proceedings of the 4th National Information Literacy Conference Conducted by the University of South Australia Library and the Australian Library and Information Association Information Literacy Special Interest Group, 3-5 December 1999, (2000), University of South Australia Library, Adelaide, Australia.

Covers a wide variety of information literacy issues with the theme that it is not only a library issue but a lifelong learning issue.

Gilbert, B. (2000), "Teaching information literacy and computing ethics: are they the same thing?", *International Information and Library Review*, Vol. 32, pp. 473-83.

Written from an Emersonian perspective, the author argues that information literacy is not value neutral, that teaching and learning by computer carries with it questions that have not yet been addressed. The author sees the addressing of these questions as invigorating to the profession.

Herrmann, A. *et al.* (2000), "Unintended effects in using learning technologies", *New Directions for Adult and Continuing Education*, No. 88, pp. 39-48.

Although the authors do not specifically address information literacy, this article discusses implications of instructional technologies that librarians need to be aware of as they use these and other electronic access points in teaching information literacy to users.

Kerka, S. (2000), "Extending information literacy in electronic environments", *New Directions for Adult and Continuing Education*, No. 88, pp. 27-38.

Examines "how the concept of literacy is changing in the electronic environment in ways that impose an overarching need for critical literacy" and deals with "issues related to information literacy that adult educators should consider."

LaGuardia, C. and Oka, C.K. (2000), *Becoming a Library Teacher*, Neal-Schuman Publishers, New York, NY.

Has helpful, practical advice for those who are new to teaching library and information skills. Covers physical, mental, organizational, and performance preparation as well as how to compose a class.

Leu, D.J. Jr and Kinzer, C.K. (2000), "The convergence of literacy instruction with networked technologies for information and communication", *Reading Research Quarterly*, Vol. 35 No. 1, pp. 108-27.

Predicts that literacy instruction will become more like information literacy instruction in the future because of the changing global workplace environment, with the emphasis on problem-solving and collaboration.

Lichtenstein, A.A. (2000), "Informed instruction: learning theory and information literacy", *Journal of Educational Media and Library Sciences*, Vol. 38 No. 1, pp. 22-31.

Argues that unless information literacy instruction is grounded in research in learning

theory, it will not be effective. Also includes discussion of the recent renewed interest in teaching on the part of librarians.

Line, M.B. (2000), "The lifelong learner and the future library", *New Review of Libraies and Lifelong Learning*, Vol. 1, pp. 65-80.

Identifies characteristics of libraries that will be of the most use to lifelong learners in terms of resources, services, and access.

Olgren, C.H. (2000), "Learning strategies for learning technologies", *New Directions for Adult and Continuing Education*, No. 88, pp. 7-16.

Argues that focusing on the learner is the key to designing well-developed learning with technology. Author shares insights from the learner's perspective.

"Pacific Bell and UCLA chart path to information literacy", (2000), *Business Wire*, March 14, available from: http://www.epnet.com (Ebscohost Business Source Premier).

Describes a collaboration between Pacific Bell and UCLA to deliver information literacy instruction into K-12 classrooms in California.

Petrina, S. (2000), "The politics of technological literacy", *International Journal of Technology and Design Education*, Vol. 10 No. 2, pp. 181-206.

Author argues that technological literacy is not a neutral concept, rather that it supports the conservative political status quo. Challenges technology educators to examine technology literacy critically.

Pownell, D. and Bailey, G.D. (2000), "The next small thing: handheld computing for educational leaders", *Learning and Leading with Technology*, Vol. 27 No. 8, pp. 46-9.

Describes how handheld computers can help educational leaders be information literate and proposes scenarios in which the computers might be used by these leaders.

Rader, H.B. (2000a), "A silver anniversary: 25 years of reviewing the literature related to user instruction", *Reference Services Review*, Vol. 28 No. 3, pp. 290-6.

An overview of the trends in the literature. Also includes a list of the most influential publications in library instruction and information literacy of the last 25 years.

Rader, H.B. (2000b), "Library instruction and information literacy – 1999", *Reference Services Review*, Vol. 28 No. 4, pp. 378-99.

Compilation of annotated entries in the literature of library instruction and information literacy for academic, school, special, and all types of libraries with an overview of the year's trends.

Roberts, P. (2000), "Knowledge, information, and literacy", *International Review of Education*, Vol. 46 No. 5, pp. 433-53.

Author expresses concerns about the meaning of the "knowledge society" found in two initiatives: the OECD's international adult literacy survey and the New Zealand foreseight project. Argues that "knowledge" is commonly interchanged with information skills and that these concepts are not always critically evaluated and are not necessarily the same.

Stein, S. (2000), *Equipped for the Future Content Standards. What Adults Need to Know and Be Able to Do in the 21st Century*, ERIC Publication, ED 437557.

This document presents the equipped for the future framework (EFF) content standards that were developed over a six-year period by hundreds of adult education practitioners to create a working consensus on what adults need to know and be able to do in the twenty-first century.

Webber, S. and Johnston, B. (2000), "Conceptions of information literacy: new perspectives and implications", *Journal of Information Science*, Vol. 26 No. 6, pp. 381-98.

Authors are concerned with definitions of information literacy and how students themselves understand the concept. Methods of educating for information literacy are discussed.

Wilson, B. and Lowry, M. (2000), "Constructivist learning on the Web", *New Directions for Adult and Continuing Education*, No. 88, pp. 79-88.

This article has implications for librarians who teach information literacy through or with the World Wide Web as it discusses how students create meaning through their interactions with the Web and how teachers can facilitate this.